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# Employing the Theory of Planned Behavior to Predict Social Media Use Behavior

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***Abstract***

*This study aims to determine whether the designed model fits the empirical model and whether attitudes toward social media use, subjective norms, self-efficacy, and intentions to use social media are factors in the social media use behavior in Madrasah Tsanawiyah students. The population in this study was all Madrasah Tsanawiyah students in Central Java. The sampling technique in this study was systematic sampling. It was conducted by taking each subject in the population until the number of the desired sample was met. The technique of analysis employed the structural equation model. Based on the analysis results, the requirements criteria were Chi-Square 165.472 (DF= 81, p=0.000), CMIN/DF=2.043, GFI= 0.947, AGFI= 0.922, TLI= 0.940, and RMSEA= 0.051. Then, the proposed model could be said to be fit or fulfilled. Thus, it can be stated that the proposed model design was not significantly different from the empirical data. Under the study results, the determination coefficient ($R^2$) of the social media use intention ($R^2$) was 0.03, meaning that only 3% could be explained or predicted through the variables of attitude toward using social media, subjective norms, and self-efficacy. In addition, the coefficient of determination ($R^2$) of social media use behavior was 0.29, indicating that 29% could be explained or predicted through the variables of social media use attitudes, subjective norms, self-efficacy, and intentions.*

*Keywords: Attitudes toward using social media, subjective norms, self-efficacy, intentions to use social media, and behavior of using social media*

## A. Introduction

Nowadays, technology is a fundamental need, and its use is increasing daily, mainly social media technology. Specifically, Indonesia is one of the world's most populous countries, with 73.7% internet users. From 2019 to the second quarter of 2020, there was an increase of 8.9% from the previous 196.7 million users and an increase of 25.5 million compared to the number of users in 2018 (APJII, 2020).

In a survey conducted by the Association of Indonesian Internet Service Providers (APJII) (in Gatra, 27 July 2022), there were 210.03 million internet users in the country in 2021-2022. This figure increased by 6.7% from 196.7 million internet users in the previous period. The Ministry of Communication and Information (2022) also reported that 98% of children and youth know about the internet, and 79.5% are internet users. Moreover, anecdotal information from teachers indicates that elementary school students have already used smartphones intensively over school hours and are usually not allowed to bring them to school. Besides, they own social media accounts through a platform like Facebook that actually does not allow users under 13 to register.

Social media use is a phenomenon everywhere (Elhai, Levine, Dvorak, & Hall, 2016; Pittman & Reich, 2016). A study revealed that 90% of adults owned a smartphone, with 72% of Americans and an average of 43% of the world's population also owned a smartphone (Elhai et al., 2016), while more than 71% of American teenagers ages of 13-17 used social media regularly, such as Facebook (Beyens, Frison, & Eggermont, 2016). It occupied the most popular social media in the world, containing 1.5 billion active users with at least 900 million logins to the site every day (Ryan, Chester, Reece, & Xenos, 2014). Pittman and Reich (2016) also synthesized this finding to show that 91% of smartphone owners use social networks at least once daily.

In this case, teenagers are among the most avid consumers of social media, with around 95% owning or having access to a smartphone, increasing by 25% from 2014 - 2015 (Anderson & Jiang, 2018). The number of teens accessing the internet "almost constantly" doubled to 45% in 2018, with another 44% claiming to be online at least "several times a day" (Anderson & Jiang, 2018).

Students and college students are consumers and producers of media. Thanks to the Internet and the social web, including Facebook, Twitter, blogs, smartphones, and text messages, most are increasingly living in a world where information is the access to communication technology. For example, in 2010, a report showed that about 73% of American teenagers used social networking sites, and 75% owned cell phones. Nevertheless, they do not

always have media literacy skills that can help them effectively analyze, understand, and evaluate new forms of information and make good decisions about its quality and use (Rowlands, Nicholas, Williams, Huntington, & Fieldhouse, 2008).

Essentially, social media starts when people start communicating. Social means human society because the intervention of people and groups and the media is a medium of expression. Mostly, forms of social media are not originally digital. This condition encourages innovators to create one application that produces many innovations. Therefore, it is one of the most significant technological inventions nowadays, the most popular and widely used. It is "technology which makes social communication easy and allows discussion among its participants." Social media also means web-based mobile applications that allow individuals or companies to create, interact, and share users' content.

Further, social media systems are internet-based tools and platforms which facilitate information sharing, including the transfer of texts, photos, audio, videos, and general information (Bassell, 2010). It is a closely related system as a set of social entities, including people and organizations connected by a series of socially meaningful relationships and interacting with each other to share values (Kwon & Wen, 2010). It also offers a platform for online users to interact with each other and manage their friendships (Ku, Chen, & Zhang, 2013). Then, it creates online-based community members, in which users usually start by posting basic personal information and then communicate with other members in various ways and topics. Besides, it entertains users by watching videos, listening to music, playing online games, and browsing daily news (Wang, Jackson, Gaskin, & Wang, 2014).

The growth of social media users has exploded since 2003 (Pérez-Latre, Portilla, & Blanco, 2011). The summary of Global Social Media Research in 2016 showed that social media systems are internet-based tools and platforms that facilitate information sharing, including the transfer of texts, photos, audio, videos, and general information (Bassell, 2010). It is a closely related system defined as a set of social entities, including people and organizations connected by a series of socially meaningful relationships and who interact to share values (Kwon & Wen, 2010). It offers a platform for online users to interact with each other and manage their friendships (Ku, Chen, & Zhang, 2013). It creates online-based community members in which users usually start by posting personal information and then communicate with other members in various ways and topics. In addition, it provides users with entertainment, such as watching videos, listening to music, playing online games, and browsing daily news (Wang, Jackson, Gaskin, & Wang, 2014).

New media has consequently made society more interconnected and interdependent (Chen, 2012). People worldwide use it to communicate with unlimited space, time, and religious beliefs. Internet networks and social media not only affect social and economic development but also become an integral part of today's networking community (Loader & Dutton, 2012).

Chen (2012) noted that new media pose significant challenges to every aspect of intercultural communication in the traditional sense. Among the various types of new media, social media sites attract the most internet users and significantly impact society. Ellison and Boyd (2008) defined social media sites as web-based services that allow users to create public or semi-public profiles within a system, create a list of other users connected to a particular site, and see a list of their connections and others' connections in their network. Although different social media sites have different purposes and functions, Boyd (2007) uncovered that they share similar features with online communities with profiles, friends, and comments.

Furthermore, the use of social media has become comprehensive nowadays, and among the most popular are Facebook, Twitter, Instagram, MySpace, LinkedIn, Google+, Skype, and others. Facebook user profiles allow users to communicate information with each other, build and maintain relationships, and encourage others to become part of the community between sites, such as school origin or other communities. Recently, it has been used to connect teachers or lecturers with students at school or college (Martinez-Aleman & Wartman, 2009). It then pressures school members to use social networks in and out of the class to connect with students or college students. Thus, there are many advantages for schools or colleges to keep connected with their students through social media.

On the other hand, Ajzen (1991) proposed the theory of planned behavior (TPB), in which one's intentions can well predict individual behavior. Intentions, in turn, are predicted by attitudes about the behavior, subjective norms (a person's perception of beliefs, which they should or should not perform the behavior) covering the acted behavior, and individuals' perceptions of their behavior.

Ajzen's theory of planned behavior is also applied to social networks. Baker and White (2010) have conducted a study examining the use of TPB to predict teens' use of social networks. A questionnaire was given to 160 students measuring components of Ajzen's theory, and then they were asked to return a week later to report their use of social networking sites in the previous week. The study found support for attitude, perceived behavioral control, and TPB group norms in predicting intention to use social networking sites. They then revealed support that intention predicts behavior.

Moreover, benefits related to the use of social media have been noted, including opportunities for socialization, self-expression, and some concern about its use when done very frequently (Lenhart & Madden, 2007; Livingstone, 2008). Reports indicate that some teens spend up to three hours a day on social media, leading to reduced time for other activities, including face-to-face academic, physical, and social activities (Livingstone, 2008; Sharif & Sargent, 2006; Vandewater, Shim, & Caplovitz, 2004).

Nevertheless, knowing that technology introduction is relatively new, there is recently limited research about the effect on teens' decision-making related to frequent involvement with this technology. One well-known model widely used to explain the complexity of influence in the behavioral decision-making process by identifying significant predictors of individual behavior is the theory of planned behavior (TPB; Ajzen, 1991).

TPB argues that individual intention is a proximal determinant of behavior, with the intention being conceptualized to capture an individual's motivation to perform a behavior (Ajzen, 1991). Hence, there is likely involvement in behavior which increases when the individual's intention to perform it is stronger. According to the standard TPB model, intentions are determined by three constructs: attitudes, subjective norms, and perceived behavioral control (PBC).

Attitude is conceptualized as referring to an individual's whole evaluation, either positive or negative, of a particular behavior and is submitted to both affective (e.g., pleasant/unpleasant) and instrumental (e.g., easy/difficult) evaluations of the behavior. Meanwhile, subjective norms refer to the individual's perception of social pressure from important references to perform or not perform a behavior. Then, perceived behavioral control refers to the amount of control a person feels over performing the behavior. Thus, when people are confident of their ability to perform a behavior, involvement in the behavior is thought achievable, increasing the possibility of forming stronger behavioral intentions (Ajzen & Madden, 1986).

However, perceived behavioral control has also been proposed to predict behavior when people accurately assess the skills, resources, and other prerequisites needed to perform it. Therefore, TPB proposes that attitudes, subjective norms, and perceptions of behavioral control indirectly predict behavior mediated through intentions, while intentions and perceptions of behavioral control directly predict behavior. TPB has been widely and successfully applied for predicting various behaviors, and in various populations, including several studies among teens (Davis, Ajzen, Saunders, & Williams, 2002; Hamilton & White, 2008), as well as several studies

predicting behavior based on communication technology (i.e., instant messages; Yaobin, Zhou, & Wang, 2009).

The study results conducted by Pelling and White (2009) used the TPB to investigate the predicted factors of high levels of social media use among a sample of young people aged 17 to 24 years. Attitude standard and subjective norms variables predicted intention significantly, and intention, in turn, predicted behavior significantly. However, as far as the authors know, it is the first study to utilize the TPB to investigate teens' involvement in frequent social media use.

Although strong support is shown for TPB's efficacy, most of the variance proportion remains unexplained. A meta-analysis by Armitage and Conner (2001) reported that the TPB standard components supported 39% and 27% of the variance in intention and behavior of each and all behavior. Furthermore, many studies have found that the relationship between subjective norms and intentions was generally weaker than between attitude intentions and perceived behavioral control over intentions (Ajzen, 1991; Armitage & Conner). These findings have led to proposals to include other variables in the model to improve predictive ability (Terry & Hogg, 1996; White, Terry, & Hogg, 1994).

Meanwhile, Fishbein and Ajzen (1975) assert that the relative importance of attitudes, subjective norms, and PBC as predictors of intention would vary as specific functions of the population and the considered behavior. Ajzen (1991) proposes that a lack of consistent support for the influence of subjective norms on behavioral intentions indicates that individuals' intentions are more influenced by their attitudes and perceptions of control than by perceptions of social pressure from others. Alternatively, Terry et al. argued that conceptualization and measurement of subjective norm constructs are inadequate, with a narrow focus on perceived social pressure from others, ineffectively capturing the impact of social influence on behavior (Terry & Hogg, 1996; Terry, Hogg, & White, 1999; White et al., 1994).

Moreover, Ajzen's TPB perceived behavioral control had been used to predict a wide range of behaviors, from gambling behavior to hormone replacement therapy. Stone, Jawahar, and Kisamore (2010) have conducted research in Oklahoma that studied the theory of planned behavior predicting the intention and behavior of breaking academics. They investigated cheating intentions and behavior from 241 samples of business bachelor students. The results found that TPB took 21% of the variance of cheating intentions and 36% of cheating behavior. Their study also revealed that the TPB model is a valuable tool for predicting cheating behavior and can further investigate academic breaks.

The theory of planned behavior has also been used to predict gambling behavior. A survey was given to 80 university students trying to assess Ajzen's theory's usefulness in predicting gambling behavior and frequency. The study results in support the efficacy of using this theory to clarify gambling behavior in the population. They unveiled that the perceived behavioral control and subjective norms predicted gambling in the past, and subjective norms, attitudes, and perceived behavioral control predicted the frequency of gambling behavior (Martin et al., 2010).

Hoie, Moan, and Rise (2009) have also conducted a study that supports TPB in the context of stop-smoking intentions. They hypothesized that the TPB model's predictive utility on intention would be enhanced by past experiences with the behavior. In addition, the theory of planned behavior component took 12.3% of the variance in the quit intentions, with the most substantial impact coming from past behavior.

Ajzen's theory of planned behavior is also applied to social networks. Baker and White (2010) conducted a study examining the use of TPB to predict teens' use of social networks. A questionnaire was taken to 160 students measuring components of Ajzen's theory, and then they were asked to return a week later to report their use of social networking sites in the previous week. The study uncovered support for components of attitude, perceived behavioral control, and TPB group norms in predicting intention to use social networking sites. They then found support that intention predicts behavior.

This study aims to determine whether the designed model fits the empirical model and whether attitudes toward social media use, subjective norms, self-efficacy, and intentions to use social media are factors in the social media use behavior in Madrasah Tsanawiyah students.

## 1. Method

The population in this study was all Madrasah Tsanawiyah students in Central Java. The sampling technique in this study was systematic sampling. It was conducted by taking each subject in the population until the number of desired samples was met.

The data collection technique in this study utilized a questionnaire as a scale. The scale used in the data collection process consisted of an attitude toward using social media, subjective norms, self-efficacy, intention to use social media, and behavior of using social media.

The technique employed to analyze the data in this research was Structural Equation Models (SEM). It is a set of statistical techniques which allows the simultaneous

testing of a relatively complex set of relationships. The complicated relationship is built from one or several dependent variables or several independent variables. Each variable can be a factor or a single variable, observed or measured directly in a research process (Ferdinand, 2000).

## 2. Results

Before analyzing the model, descriptive research data for each scale are presented first. The statistical description of the research data is then summarized in Table 1 below:

Table 1. Description of Research Data

Descriptive Statistics

| Variable | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Attitude toward using social media | 399 | 3 | 9 | 7.08 | 1.618 |
| Subjective norms | 399 | 3 | 12 | 8.35 | 1.103 |
| Self-efficacy | 399 | 5 | 12 | 8.34 | 1.107 |
| The intention of using social media | 399 | 3 | 10 | 7.52 | 1.431 |
| The behavior of using social media | 399 | 3 | 10 | 7.26 | 1.221 |

Based on Table 1 above, the attitude toward using social media had an empirical score of 7.08, with a standard deviation of 1.618. The subjective norm variable had an empirical score of 8.35, with a standard deviation of 1.103. Then, the self-efficacy variable had an empirical mean score of 8.34, with a standard deviation of 1.107. The intention to use social media variable had an empirical score of 7.52, with a standard deviation of 1.431. Meanwhile, the social media behavioral use behavior variable had an empirical mean score of 7.26 with a standard deviation of 1.221.

The next step was to analyze the research data. The data analysis was carried out using the structural equation model (SEM) with the help of the *Amos* program. However, before analyzing the structural equation model as a whole, the unidimensionality test for each construct was performed using confirmatory factor analysis. In the following, the research data analysis results are presented.

According to Ghozali (2008), the unidimensionality test for each construct should be carried out with confirmatory factor analysis before analyzing the structural equation model as a whole. This unidimensionality test is conducted to determine whether the construct measuring indicators are valid

This study conducted the unidimensionality test to see whether the construct indicators were significant. In addition, it was done by looking at each indicator's convergent validity or the loading factor value.

In this research model, there were two variables: exogenous and endogenous. Hence, the unidimensionality analysis was carried out by confirmatory analysis between exogenous and endogenous variables. In the exogenous variables of this study, there were social media use attitudes, subjective norms, and self-efficacy. Meanwhile, the endogenous consisted of the variables of the intention of using social media and its behavior.

The results of the confirmatory processing test for the exogenous constructs of social media use attitudes, subjective norms, and self-efficacy showed that the *chi-square* was 49.595 (DF= 24, p=0.002), CMIN/DF=2.066, GFI= 0.974, AGFI = 0.951, TLI= 0.960, and RMSEA = 0.052. The probability value was still below 0.05. However, other criteria, such as GFI, AGFI, and TLI, had a value above 0.900, or other criteria are in accordance with the requirements. Therefore, it can be stated that the proposed model design is the same as the empirical data or the proposed model fit. This study's confirmatory analysis results also revealed that the exogenous variable indicators obtained a standardized loading factor value above 0.50, except for X8, which got a value of 0.43. Nonetheless, the models and criteria were generally met and significant in measuring the latent variables.

Moreover, the construct of endogenous variables consisted of the variables of the intention of using social media and its behavior. Those two variables were then covariate. The results of processing confirmatory test between endogenous constructs uncovered that the *chi-square* was 44.268 (DF= 8, p=0.000), CMIN/DF=5.533, GFI= 0.963, AGFI = 0.902, TLI= 0.919, and RMSEA = 0.107. The probability value was still below 0.05. However, other criteria, such as GFI, AGFI, and TLI, had a value above 0.900, or other criteria are in accordance with the requirements. Thus, it can be stated that the proposed model design is the same as the confirmatory analysis results of this study. It can be seen that the indicator of endogenous variables in this study obtained a standardized loading factor value above 0.50, except for X13, having a value of 0.43. Nevertheless, the models and criteria were generally met and significant in measuring the latent variables.

Then, the next step was to test the theoretical model data with the empirical data as a whole. Initial testing was used to see test results by trying not to remove or drop the X8 and X13 indicators. The analysis results showed that the chi-square was 177.233 (DF = 82 p = 0.000), CMIN/DF = 2.161, GFI = 0.944, AGFI = 0.917, TLI = 0.933, and RMSEA = 0.054. Thus the criteria for acceptance of the model, in general, had been met. However, the probability score was still below 0.05. Based on the confirmatory analysis results at the beginning of this study, there were still standardized loading factor values with values below 0.50, i.e., X8 and X13. In further analysis, these indicators would be maintained. The researchers should modify these results by connecting Modification Indices (MI) e2 with e6. The following is the result of re-estimating the model through model modification.

Based on the testing process, it was found that the criteria for the requirements had Chi-Square of 165.472 (DF= 81, p=0.000), CMIN/DF=2.043, GFI= 0.947, AGFI= 0.922, TLI= 0.940, and RMSEA= 0.051. The chi-square value was still below 0.05. However, generally, the results of the other criteria improved. Thus, those relationship models can be said to be fit or fulfilled. In other words, the proposed model design, as shown in the figure, was not significantly different from the empirical data. Based on these results, the researchers no longer needed to modify the model so that the model could be used in this study. It demonstrates that the hypothesis, proposing that the theoretical model is suitable for empirical data, could be accepted.

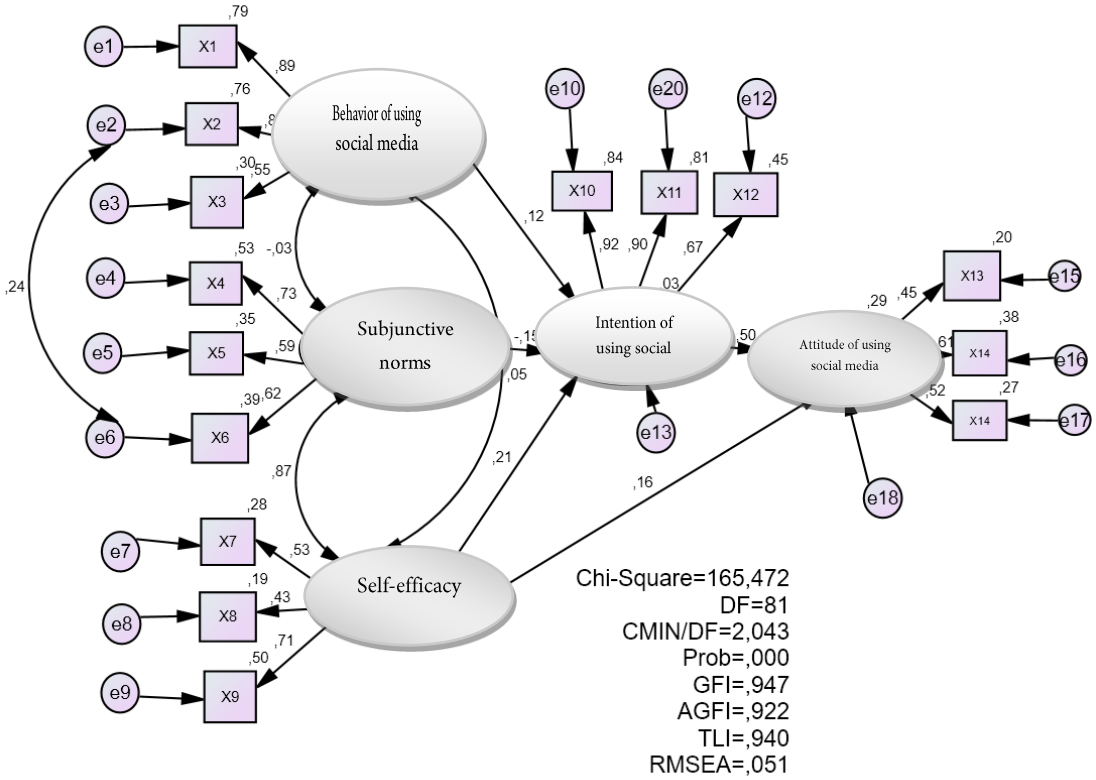


Figure 1: Final Modification Results of Structural Equation Model Analysis for the Factors Influencing the Use of Social Media by Madrasah Tsanawiyah Students

Further, the AMOS statistical program can analyze and calculate the results of the regression weights between latent variables, often referred to as *loading factors* or *lambda values* estimation. In addition, the *degree of freedom* (df), the value of C.R. or t-count can also be known. Based on the significance of the t-count with probability value (p) = 0.05, the results of the causality test regression weights are presented in Table 2.

Table 2: Regression Weight Results of Causality Test

| Relation between variable | Estimate | S.E. | C.R. | *P* |
|---|---|---|---|---|
| The variable attitude toward social media use on the intention to use social media | 0.104 | 0.051 | 2.052 | 0.040 |
| The variable subjective norm on the intention to use social media | -0.222 | 0.365 | -0.622 | 0.534 |

| | | | | |
|---|---|---|---|---|
| The variable self-efficacy on the intention to use social media | 0.353 | 0.417 | 0.848 | 0.396 |
| The variable self-efficacy on the social media use behavior | 0.134 | 0.070 | 1.915 | 0.056 |
| The variable intention to use social media on the social media use behavior | 0.256 | 0.072 | 3.565 | 0.000 |

The amount of the direct (standardized direct effect) or indirect (standardized indirect effect) influence on each latent variable, as well as the total effect (standardized total effect), is summarized in Table 3 below:

Table 3. Direct Effect, Indirect Effect, and Total Effect

| Variable | Direct Effect | Indirect Effect | Total Effect |
|---|---|---|---|
| Attitudes toward using social media on the intention to use social media | 0.122 | 0.000 | 0.122 |
| Attitudes toward using social media on social media use behavior | 0.000 | 0.061 | 0.000 |
| Subjective norms on the intention to use social media | -0.157 | 0.000 | -0.157 |
| Subjective norms on social media use behavior | 0.000 | -0.078 | 0.000 |
| Self-efficacy on the intention to use social media | 0.218 | 0.000 | 0.353 |
| Self-efficacy on the social media use behavior | 0.134 | 0.091 | 0.270 |
| The intention to use social media on the social media use behavior | 0.499 | 0.000 | 0.499 |

Related to the independent indirect effect of the variable toward the dependent variable through the mediating variable, Solimun (2003) argued that the indirect effect coefficient is obtained from the product of the coefficient of the direct influence of the independent variable on the mediating variable and the direct effect coefficient of the mediating variable on the dependent variable. In addition, the significance test is obtained

from the criteria if the two direct effects are significant and the indirect effect is also significant; otherwise, if one of them is not significant, the other is also not significant

Based on the calculation results, the variable of intention to use social media (as a mediating variable) affected social media use behavior. It can also be stated that only the intention to use social media could mediate the independent variable toward the dependent variable. Thus, the attitudes toward social media use, subjective norms, and self-efficacy indirectly affected the intention to use social media toward social media use behavior.

In addition, the determination coefficient ($R^2$) of the intention to use social media was 0.03, suggesting that only 3% could be explained or predicted through the variables of attitude toward social media use, subjective norms, and self-efficacy. Then, the determination coefficient ($R^2$) of the social media use behavior was 0.29, denoting that 29% could be explained or predicted through the variables of the attitude toward using social media, subjective norms, self-efficacy, and intention to use social media.

## B. Discussion

Based on the testing process, it was found that the criteria for the requirements had *Chi-Square* of 165.472 (DF= 81, p=0.000), CMIN/DF=2.043, GFI= 0.947, AGFI= 0.922, TLI= 0.940, and RMSEA= 0.051. The *chi-square* value was still below 0.05. However, generally, the results of the other criteria improved. Thus, the relation model could be said to be fit or can be fulfilled. In other words, the proposed model design, as depicted in the figure, was not significantly different from the empirical data. Based on these results, the researchers no longer needed to modify the model so that the model could be used in this study. It denotes that the hypothesis, stating that the theoretical model is suitable for empirical data, could be accepted.

Based on the study results, the determination coefficient ($R^2$) of the intention to use social media ($R^2$) was 0.03, meaning that only 3% could be explained or predicted through the variables of the attitude toward using social media, subjective norms, and self-efficacy. In addition, the determination coefficient ($R^2$) of social media use behavior was 0.29, indicating that 29% could be explained or predicted through the variables of the attitude toward using social media, subjective norms, self-efficacy, and intention to use social media.

As stated, this study used the TPB model to reveal the factors influencing the social media use by Madrasah Tsanawiyah students in Central Java. As a result, the social media use behavior was influenced by attitudes toward social media use, subjective norms, self-efficacy, and intentions to use social media.

This study's results also revealed that the attitude toward using social media significantly affected the intention to use social media, while the subjective norm variable did not affect the intention to use social media. The self-efficacy variable also did not affect the intention to use social media. On the other hand, the self-efficacy variable significantly affected social media use behavior. The intention to use social media variable also significantly affected the social media use behavior.

Overall, this study's results provide partial support for the TPB model on the attitudes toward using social media significantly predicting the intention to use social media in Madrasah Tsanawiyah students. Meanwhile, intention significantly predicted social media use behavior in Madrasah Tsanawiyah students. Not only intention but self-efficacy significantly predicted the social media use behavior in Madrasah Tsanawiyah students. However, this study's results do not support subjective norms in predicting the intention and behavior of using social media in Madrasah Tsanawiyah students.

This finding indicates that Madrasah Tsanawiyah students with better attitudes were often involved in the intention to use social media. Meanwhile, high self-efficacy would make the behavior of using social media also higher. Furthermore, those with strong intentions also affected social media behavior.

This study's result, which used TPB, corroborates with previous meta-analytic findings (Armitage & Conner, 2001). Nevertheless, it should be noted that subjective norms did not predict intentions. These findings are indeed inconsistent with many previous TPB studies (see Armitage & Conner) and provide support for considering other conceptualizations of social influence, including norms, in the model.

A recent study also revealed that self-efficacy could predict social media use behavior. Self-efficacy is expressed as a person's belief that he can use social media well, or it can be said that the belief in carrying out a task at a certain level is one of the factors influencing personal activities toward task achievement (Bandura, 1986). These findings denote that students at the Madrasah Tsanawiyah level were more influenced by self-confidence in the use of social media than by subjective norms.

## C. Conclusion

Based on the testing process, it was found that the criteria for the requirements obtained *Chi-Square* of 165.472 (DF= 81, p=0.000), CMIN/DF=2.043, GFI= 0.947, AGFI= 0.922, TLI= 0.940, and RMSEA= 0.051. The *chi-square* value was still below 0.05. However, generally, the

other criteria result improved. Thus, the relation model could be said to be fit or fulfilled. Thus, it can be stated that the proposed model design, as illustrated in the figure, was not significantly different from the empirical data.

Based on the study results, the determination coefficient ($R^2$) of intention to use social media ($R^2$) was 0.03, indicating that only 3% can be explained or predicted through the variables of attitude toward social media use, subjective norms, and self-efficacy. Besides, the determination coefficient ($R^2$) of social media use behavior was 0.29, meaning that 29% could be explained or predicted through the variables of attitude toward social media use, subjective norms, self-efficacy, and intention to use social media.

This study's results also indicate that the variable attitude toward social media use significantly affected the intention to use social media, while the subjective norm variable did not affect the intention to use social media. The self-efficacy variable also did not affect the intention to use social media. Meanwhile, the self-efficacy variable significantly affected social media use behavior. The variable of intention to use social media also significantly affected social media use behavior.

Overall, the study results prove that the TPB theoretical model can be used to predict the social media use behavior in Madrasah Tsanawiyah students. Although this research is a way to reveal the social media usage behavior, until now, research on the use of social media is an interesting phenomenon, especially at the Madrasah Tsanawiyah level, which is at adulthood

This study has several limitations, which should also be noted. First, the research sample consisted of Madrasah Tsanawiyah students, and the age of the students was not detected. Therefore, it would be better if it is used related to age to reconsider the use of this model. Second, the model test results were still not optimal. It can be seen from the results that some values were not as the expectation yet (like the criteria).

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